

PICTURE COMPOSITION

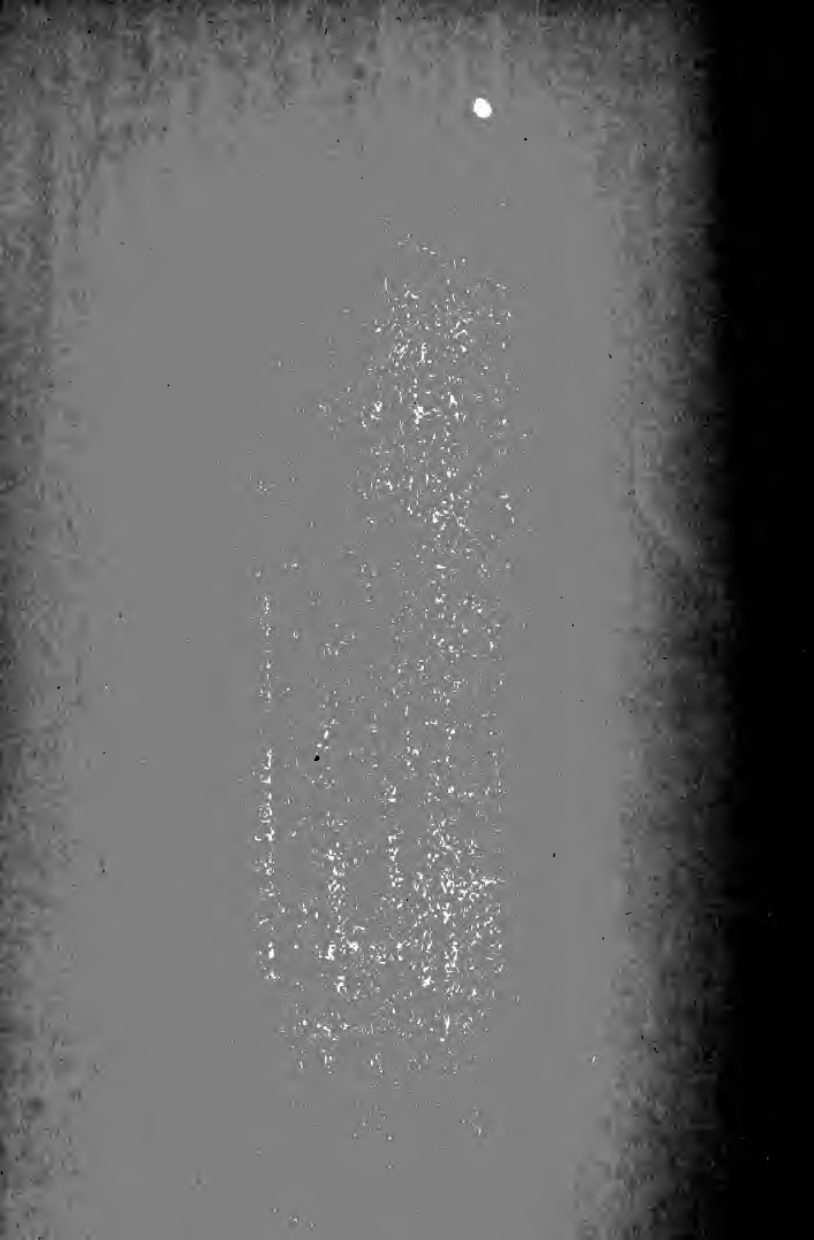
LEWIS MARSH

BOOK II



E. Gr
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Picture Composition

BOOK II

BY

LEWIS MARSH, M.A.

Headmaster of Ealing County School

Author of "Preparatory Course of Literary Reading and Composition"

"Combined Course of Literary Reading and Composition"



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GLASGOW AND BOMBAY

Prefatory Note

In my two courses of "Reading and Composition" I developed a method by which the whole instruction in English was based upon passages from English literature. This method has met with considerable success in the hands of practical teachers,—a success which has encouraged me to produce these three little books, which are intended for the use of younger pupils.

There is no doubt that to young children who have not yet acquired a genuine taste for literature, pictures—and particularly coloured pictures—make a stronger appeal than mere written descriptions. Pictures gain at once the interest of the child, and aid him to express thought with ease and fluency.

Therefore, in this series I have indicated a method of instruction in English based entirely upon pictures. In selecting illustrations I have kept in view the necessity of choosing those which are likely to prove attractive to the child, and also which enable me to correlate with the teaching of English other subjects of the curriculum, such as History, Geography, and Nature Study.

Book I deals largely with the construction of the simple sentence, Book II with the combination of sentences, while Book III endeavours to impart some idea of style in composition. The exercises are constructed in accordance with the "Suggestions for Teachers" issued by the Board of Education. They are throughout graduated in difficulty, and each set, being also graduated, leads up to some continuous form of prose, at first in the shape of answers to questions, then simple and complex descriptions, and lastly the expansion of essay outlines.

While intended to pave the way for my courses of "Reading and Composition", these little books are so planned that they have a separate entity and form a complete course of instruction in themselves.

L. M.

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I. Insert suitable pronouns in the following:—

(1) The swallow is a pretty bird. — has a long slender body. (2) The nest, — is built in a chimney, is made of clay lined with pieces of hay and straw. (3) — can see that the bird has a forked tail. (4) — is tipped with white.

II. Write down the names of six things in the picture. Put two describing words before each and use in complete sentences. Example: The swallow has a long, forked tail.

III. Join the following by using *and* or *but*:—

(1) The swallow has white feathers on the underneath part of the body. It has white feathers at the tip of the tail. (2) The swallow is a small bird. The lark is a small bird. (3) Not only have I seen the nest. You also have seen the nest. (4) In autumn swallows gather together. They fly over the sea to Africa.

IV. Turn the phrases in italics into the possessive form of the noun, using an apostrophe.

(1) The nest *of the swallows* is lined with soft feathers. (2) The beak *of the bird* is short. (3) The flight *of the birds* is very swift and graceful. (4) They often fly over the surface *of a pond*. (5) The tips *of the tails* are white.

V. Answer the following questions in complete sentences:—

(1) What sort of bird is the swallow? (2) What sort of body, head, and tail has it? (3) What is its colour? (4) How does its shape enable it to fly? (5) Where does it build its nest? (6) Of what is the nest made? (7) With what is it lined? (8) From what is the nest sheltered? (9) When do swallows come to England? (10) When and how do they leave? for what country?

VI. Combine your answers to form a description of the picture.



THE SWALLOWS' NEST

I. Insert suitable adverbs in the following:—

(1) After the death of Wallace, another Scottish leader — arose. (2) — when hiding in a wretched cave, he — gave up all hope. (3) The king watched the spider — . (4) The spider — succeeded at the sixth attempt. (5) At the seventh attempt, it reached the desired place and clung — .

II. Join by turning one sentence into an adjectival clause beginning with *who*, *whom*, or *which*.

(1) It was Robert Bruce. He was crowned King of Scotland. (2) I saw the man. The efforts of the spider attracted him. (3) The spider hangs upon a thread. It is determined to succeed. (4) The king is lying in a cave. He drove the English out of Scotland.

III. Put the following words into the possessive form, using an apostrophe. Then use them in complete sentences about the picture:—Spider; Robert Bruce; cave; king; stones; ground; thread.

IV. Copy the following headings and salutations of letters:—

(1) 40 Sidney Street, Cambridge, Oct. 12th, 1910.	(2) 32 Pretoria Road, London, S.W. Feb. 16th, 1910.
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Dear Sir,

Dear Mr. Smith,

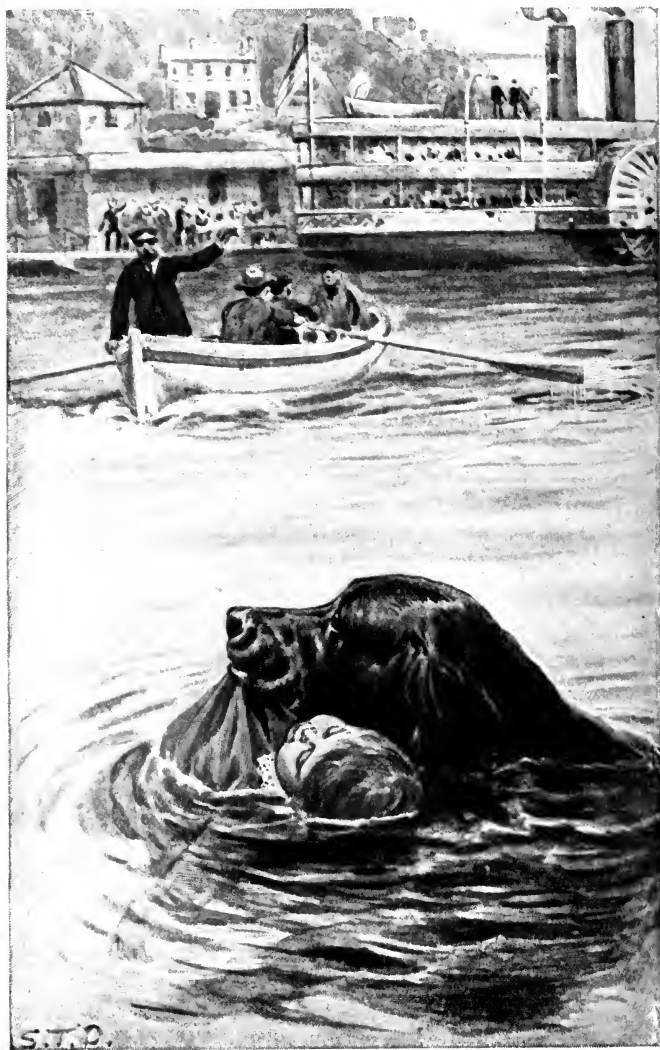
Now write your own address, the correct date, and put
Dear Henry.

V. Answer and then combine answers as in last exercise.

(1) Who was Robert Bruce? (2) Why was he forced to go into hiding? (3) When did he almost lose hope? (4) What did he see as he lay in a wretched cave? (5) What was the spider doing? (6) What happened? (7) What did the king determine to do? (8) What was he able to do in consequence of following the spider's example?



BRUCE AND THE SPIDER



A BRAVE DEED

I. Insert suitable adjectives.

(1) Nellie with her father and mother were having a — trip in a — steamer. (2) With them they had their — dog, Nero, who gazed at his — mistress with — eyes. (3) The steamer was very — , with three — decks and two — funnels. (4) Suddenly a — cry rang out. (5) — Nellie had fallen into the — water. (6) — Nero hurled himself after her.

II. Join by turning one sentence into an adjectival clause beginning with *who* or *which*.

(1) The steamer was filled with people. All the people were gazing at the shore. (2) A boat had been rapidly lowered from the steamer. Nero swam bravely against the strong stream until the boat picked them both up uninjured. (3) The steamer is large. You see it in the picture. (4) The men are sailors from the ship. They row the boat.

III. Give the simple subject and predicate of the following sentences:—

(1) They were all enjoying their journey. (2) The steamer approached the side of the quay. (3) All the people were busy looking at the shore. (4) Nellie had been leaning over the side of the boat. (5) Suddenly she lost her balance. (6) Catching hold of her dress with his big strong teeth, the dog succeeded in holding her up.

IV. Answer the following questions, then combine your answers to form a story about the picture. Add anything you please:—

(1) What was Nellie doing, with her father and mother? (2) Whom had they with them? (3) How were they enjoying their journey? (4) What sort of steamer was it? (5) What were the passengers doing, as the vessel approached the quay? (6) What happened to Nellie? (7) What did Nero do? (8) What happened then? (9) What did Nellie's father and mother do?

I. Turn the words in italics into adjectival or adverbial phrases:—

(1) Japan is a *very beautiful* country. (2) There are gardens *everywhere*. (3) Some gardens contain *little* lakes. (4) In them gold and silver fish swim *quickly*. (5) A *wooden* tower rises above the trees.

II. Put the italicized phrases into the possessive form, using an apostrophe:—

(1) Japan is one of the loveliest countries *of the world*.
 (2) The blossoms *of the trees* fill the soft air with perfume.
 (3) The light *of the lantern* will please the eye, when the light *of the sun* has departed.

III. Join by turning one sentence into an adjectival clause beginning with *whose*:—

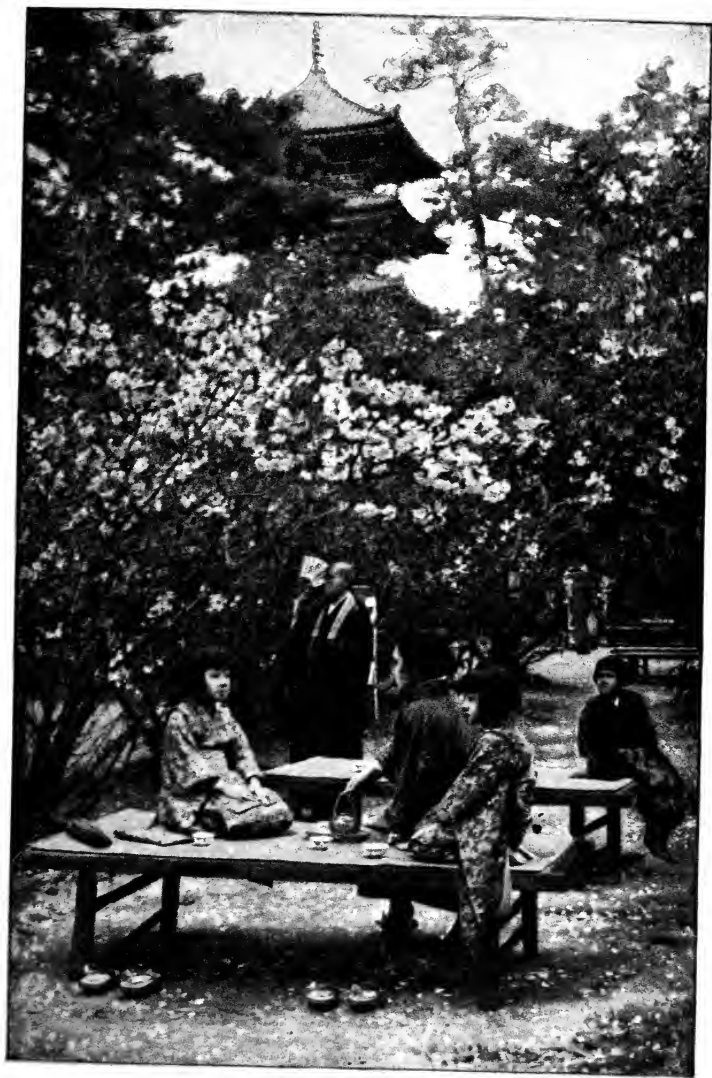
(1) The gardens have groves of almond, cherry, and plum trees. Their blossoms fill the soft air with perfume. (2) Often these gardens contain tiny, little lakes. In the water of the lakes gold and silver fish sport the livelong day. (3) Here and there hang Japanese lanterns. Their light will please the eye when the light of day has departed.

IV. Copy the following. Write your name after each:—

(1) I remain,	(2) I remain,
Yours sincerely,	Your loving son,
(3) I am,	(4) I am,
Yours faithfully,	Your obedient servant,

V. Describe the picture with the help of the following:—

Japan — loveliest — world. There are gardens — perfume. Often these gardens — lakes — livelong day. The picture — . The trees — . Here and there — . Behind the trees — tower — . Here sits — . Two of her daughters — . Another little girl — . Their father — . He wears — . This family — garden — blue sky.



A JAPANESE GARDEN

Underwood & Underwood

(c 230)

I. Insert suitable prepositions in the following:—

(1) He took care — the cow. (2) He did not care — the cow. (3) The countrymen were engaged — their business. (4) The cow feeds — grass. (5) They fed the cow — grass.

II. State whether the verbs in the following are transitive or intransitive:—

(1) There stands a beautiful little cow. (2) A thin, miserable-looking countryman holds her by a thong. (3) A man who looks like a farmer is examining the cow. (4) Two boys accompany him.

III. Give the object of each verb in the following:—

(1) The rope holds fast a squealing pig. (2) The buyers gather around the cattle. (3) A man is riding two horses. (4) We can see the roof of a tent. (5) He sold the cow to the farmer.

IV. Join by turning one sentence into a clause beginning with *where* or *when*:—

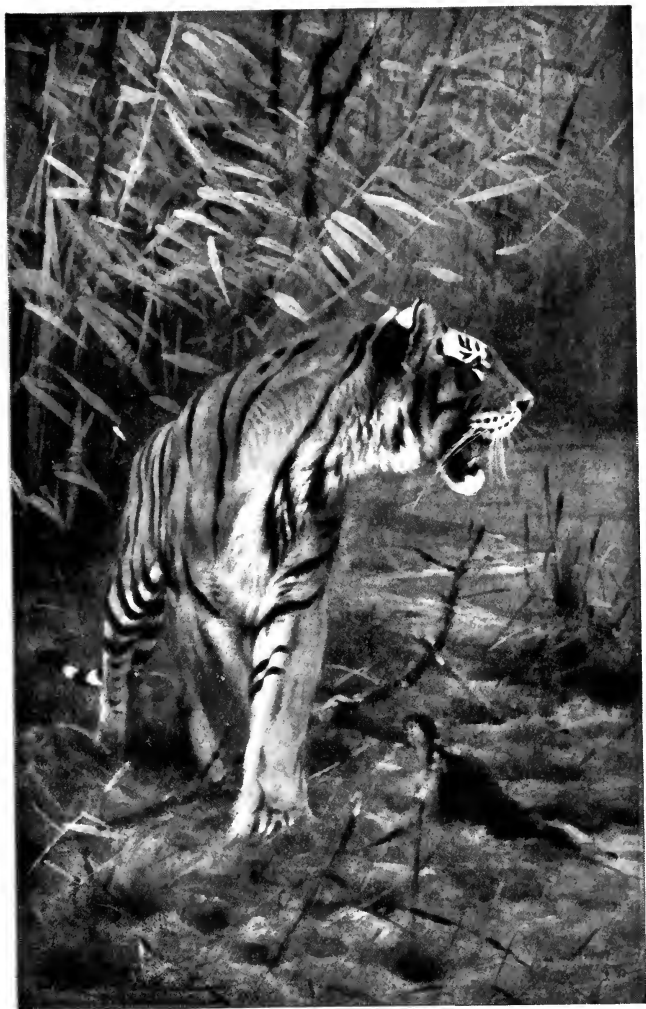
(1) Market day arrives. Countrymen have a very busy time. (2) A cow was to be found in a certain place. We knew the place. (3) In the background stands a tent. A fair will no doubt be held in this tent. (4) The farmer spoke of the time. In that time he had ten cows.

V. Describe the picture with the help of the following:—

Market day — busy time. Before daybreak — rumbling of carts — heard, mingled with the neighing — , the lowing — , bleating — , squealing — , cries — . In the picture — scene — market affords — beautiful little cow, — legs, reddish hair, — ears and cheeks, — around her nose. A thin, — thong. A man — farmer — cow: He is accompanied — see. In front — cow — rope that holds it. Behind — crowd — waggons or cattle. A man — two horses.



MARKET DAY



THE TIGER

I. Insert suitable prepositions in the following:—

- (1) A splendid tiger creeps — his lair — the reeds.
(2) His body is — a reddish-brown colour, boldly marked — black stripes. (3) He does not care to fight — the open, but prefers to keep — his home among the reeds.
(4) If the tiger comes — his enemy, he will spring — him.

II. Insert commas in the following:—

- (1) The tiger after standing still for a moment crept stealthily away. (2) He gazes angrily around for something has disturbed him. (3) His body marked with black stripes is difficult to see among the reeds. (4) He has long sharp teeth and a rough red tongue. (5) Jackson the hunter shot a tiger.

III. Join the following, using *because* or *although*:—

- (1) The tiger is angry. He has been aroused from his lair. (2) The tiger is difficult to see among the reeds. He is so large an animal. (3) He steps silently. He has pads beneath his paws like a cat. (4) He is braver than the lion. He does not care to fight in the open.

IV. Write the greetings and endings of letters:—

- (1) To your father. (2) To your cousin. (3) To a friend. (4) To your schoolmaster. (5) To your employer. (6) To your uncle.

V. Write a description of the picture with the following help:—

Begin: *From his lair among the reeds by the side of a stream steps a splendid tiger.* What is he doing? Why is he angry? Continue: *As he gives a thunderous roar;* then describe his mouth and teeth. *How like a great cat he looks!* Why? — Describe his body. State that his colour and stripes make it difficult for him to be seen among the brownish-yellow reeds in which he makes his home.

I. Turn the italicized adverbs into adverbial phrases using prepositions:—

(1) Harold *quickly* marched to meet the Normans. (2) The English held a *strongly* fortified position. (3) William ordered his archers to fire their arrows *upwards*. (4) *Then* Harold's brother, Gurth, was left close by the standard. (5) He fought *bravely*.

II. Join the following, using *if* or *unless*:—

(1) The Normans had fled. The Saxons would not have left their lines. (2) You desire to kill the enemy. You must fire your arrows in the air. (3) King Harold would not have been struck. A shield had protected his head. (4) We shall be overcome. The pikemen stand firm.

III. Make eight sentences expressing commands, using the following words. Example:—Fire your arrows into the air.

(1) Arrows, air. (2) Horses, foe. (3) Enemy, battle-axe. (4) Head, shield. (5) Soldiers, ramparts. (6) Sword, sheath. (7) Feet, stirrups. (8) Normans, hill. *Give the subject and predicate of each sentence.*

IV. Arrange the following in a different order. State which order you like best:—

(1) There, close by the standard, stood Harold's brother, Gurth. (2) At him spurred William. (3) So, last man at the standard, died Gurth. (4) Never away from battle I fled.

V. Write a short description of the picture with the help of the following:—

Begin: *William of Normandy invaded the shores of England with a powerful army.* Then enlarge upon the following: (1) Harold hastened to meet him. (2) Battle at Senlac near Hastings. (3) Normans at first unable to enter English lines. (4) By a trick, they induce the English to pursue them. (5) Normans then drive the English back and surround them. (6) William's order. (7) Death of Harold and Gurth.



THE BATTLE OF HASTINGS: THE FIGHT ROUND
THE ENGLISH BANNER



THE VILLAGE FORGE

I. Write sentences showing the use of the following pairs of words:—

- (1) Hear; here. (2) Their; there. (3) Would; wood.
 (4) Rye; wry. (5) Plaice; place. (6) Root; route.
 (7) Raise; rays. (8) Soot; suit.

II. Join the following, using *before*, *while*, *after*:—

(1) Boys and girls go to school. They like to watch the smith at work. (2) The smith beats the shoe into shape. He has made it red-hot in the fire. (3) The boy gazes intently. The smith fashions the shoe. (4) He returns home. The horse will be shod. (5) The horse is shod. His soft feet will be protected from hard stones.

III. Insert commas in the following:—

- (1) John my cousin has taken a horse to be shod.
 (2) The smith works steadily patiently and industriously.
 (3) The children love however to hear the clang of the

hammer. (4) The smith having made the shoe red-hot beats it into shape. (5) The horse knows well I believe that the shoe will be comfortable. (6) "The roar of the bellows" said he "always attracts me."

IV. Read the following letter carefully; then write a similar one from memory, using your own name and address:—

Parklands Farm, Bewick, Yorks.

August 21st, 1910.

Dear Mary,

You will be glad to know that I arrived safely at uncle's farm last evening, and that I am already enjoying myself very much.

This morning, I paid a most interesting visit to the village forge. Uncle asked me to take one of the horses to be shod, and as I have never been allowed to lead a horse before, I set off in great delight. We soon arrived at the forge, where the smith showed me how a shoe is made. What a strong man he is! I wish I were strong enough to swing the heavy hammer and beat the tough iron into shape.

After the shoe had been nailed on, I led the horse back to his work, and spent the rest of the day playing in the fields.

Please write to me soon, and let me know how you and Harry are enjoying yourselves at the seaside.

I remain,

Your affectionate brother,

PAUL.

V. Write a short description of the picture, enlarging on the following points:—

(1) Boys and girls around door. (2) Clang of hammers and roar of bellows. (3) Mention use of fire and bellows. (4) Boy has brought horse to be shod. (5) What does smith do?



THE REINDEER

I. Make nouns from the following adjectives and use in complete sentences:—

Strong; patient; soft; long; free; wise; wide; gay.

II. Insert the right form of the following verbs:—
find, draw, drive, come.

(1) The reindeer — its food, after it had pushed away the snow. (2) It — the sledge yesterday. (3) The Lapp — his animals before him. (4) When winter — the ground was covered with snow.

III. Join the following, using *so, until*:—

(1) I saw the picture. I thought that the reindeer was a larger animal. (2) The reindeer's foot has two hoofs. It is able to travel swiftly over the snow. (3) The animal has difficulty in finding food. The snow melts.

IV. Compare the reindeer with other animals in three different ways:—

Example: With regard to size. (1) *Superiority.* The reindeer is larger than the dog. (2) *Inferiority.* The reindeer is not so large as the horse. (3) *Equality.* The reindeer is as large as a pony. *Now compare with regard to:*—(1) strength; (2) tameness; (3) usefulness; (4) swiftness.

V. Write a description of the reindeer, expanding the following:—

(1) *Appearance.* Size, colour, face like that of cow, antlers like deer. Foot with two hoofs which spread out as it walks. What does this enable it to do?

(2) *Home.* Barren lands of far north. Snow-covered all winter, swampy in summer; only supports moss and lichen, food of reindeer.

(3) *Use.* Easily tamed. Used for many purposes by Lapps. Impossible for them to live without it. Draws sledges; supplies milk and cheese; flesh is eaten. Skin used for clothing, harness, and tents.

I. Use the following phrases in complete sentences about the picture:—

Mighty mountain; from crag to crag; fallen tree; lower slopes; gathering mists; setting sun; form of a cross; drifted snow.

II. Join the following sentences, by turning one into a phrase. Example: (1) *The torrent makes its way to the plains. It dashes from crag to crag.* (2) *Dashing from crag to crag, the torrent makes its way to the plains.*

(1) A fallen tree can be seen among the rocks. It is hurled downwards by irresistible waves. (2) In the distance stands the great mountain. It rises amidst the mist. (3) The white snow lines its ridges. The snow fills its clefts and caves. (4) On one flank of the mountain is the form of a cross. It is boldly outlined in white.

III. Make adjectives from the following nouns and use in complete sentences:—

Mountain; slope; mist; sun; height; depth; rock; roughness; magnificence; glorious.

IV. Insert apostrophe and mark of interrogation where required:—

(1) The mountains flanks are covered with forests. (2) Do you see the torrents silvery shower. (3) Are the topmost peaks tinged with the red gold of the suns last beams. (4) Do you hear the winds wild swirl amid the heights.

V. Write a description of the picture. *Work in sentences of section I.*

(1) Begin: *The sun is on the point of setting and the foot of the mighty mountain is lost in twilight.* Describe lower slopes—torrent—forests of pine and fir. (2) Continue: *In the distance — .* Describe mountain—topmost peaks tinged, &c.—white snow—form of cross—perhaps formed by action of ice and wind—filled with drifted snow.



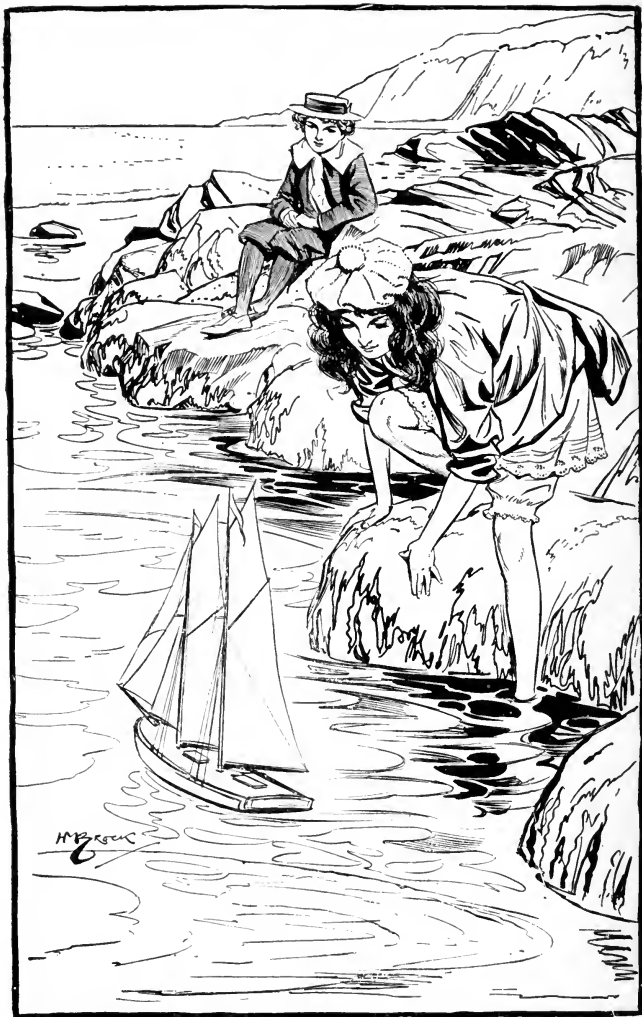
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Detroit Photo. Co.

(c 230)

MOUNTAIN SCENERY

A 8



SAILING THE YACHT

I. Make adverbs from the following adjectives and use in complete sentences:—

Steady; quiet; happy; gay; bright; splendid; near; full.

II. Rewrite the following, making the verbs refer first to past and then to future time:—

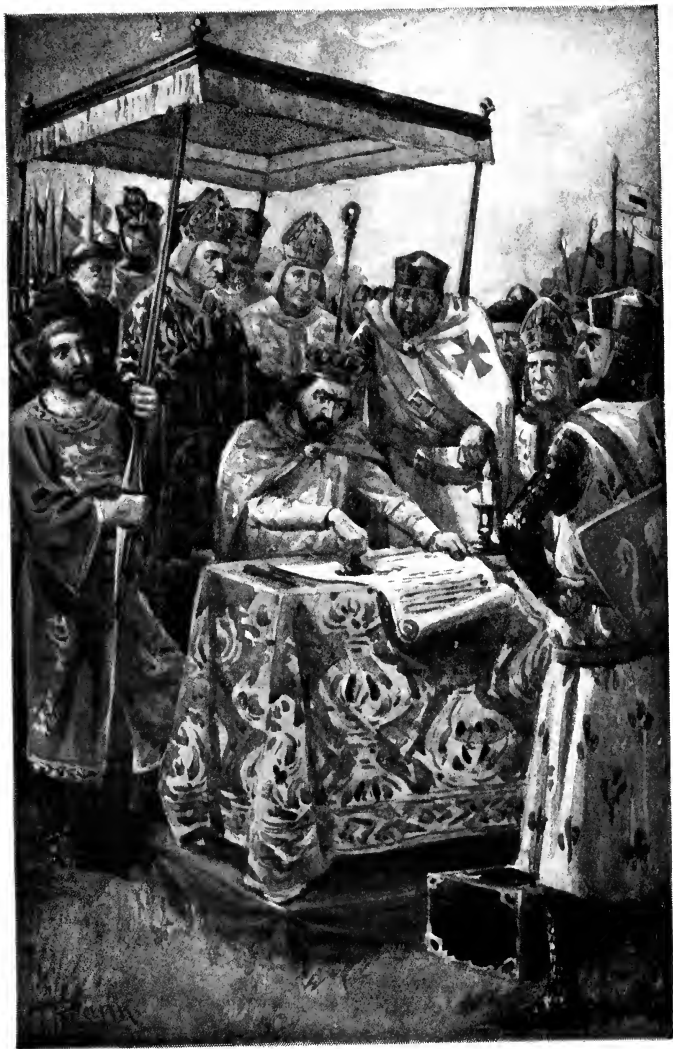
Mary takes off her shoes and stockings, and guides the boat from place to place. She steps from the edge of the rock into the sea and alters the course of the boat. All its sails are set and the wind drives it along merrily. Harry sits on the rocks and watches quietly. The sun shines brightly and the children enjoy their game.

III. Join the following sentences by turning one into a phrase:—

(1) The tide has gone down. We can play on the sands. (2) The tide is high. We go for a ramble along the cliffs. (3) The wind has risen. The boat will sail well. (4) Mary took off her shoes and stockings. She paddled in the water. (5) Harry sat on the rocks. He watched the boat quietly.

IV. Write a letter in answer to the one on page 19.

(1) Begin by putting a suitable seaside address and date. Then write the greeting. (2) In your first paragraph, state pleasure that Paul is enjoying himself so much. (3) In next paragraph, mention your happiness at the seaside. Beautiful weather enables Harry and you to spend all day on the shore. Tide being high you spent this morning plucking wild flowers on cliffs. (4) In afternoon, tide going down, you went to edge of rocks and sailed Harry's boat. Here describe scene in picture. (5) Ask Paul to write again soon and tell you more of his visit to the country.



KING JOHN SEALS MAGNA CARTA

I. Insert the correct form of the following verbs:—
sit, hold, lie, see, make, keep, rise.

(1) The King — upon his throne and placed upon the Charter the great seal which he — in his right hand.
(2) The long parchment — on the table before him.
(3) As he looked round, he — in the distance the points of spears. (4) He — the law and — it. (5) As he sat on his throne, the Pope's legate — behind him.

II. Use the following phrases in complete sentences:—

Royal livery; cloth of gold; angry scowl; affixing his seal; charter of English liberty; in full armour; fluttering bannerets; Pope's legate; sign the Charter.

III. Join the following sentences, by turning one into a phrase in apposition:—

Example: (1) *Runnimede is situated in the Thames. It is a small but pretty island.* (2) *Runnimede, a small but pretty island, is situated in the Thames.* Remember to cut off the phrase in apposition by means of commas.

(1) King John was forced to obey the will of the people. He was formerly a cruel tyrant. (2) Magna Carta lay on the table before him. It was the first great charter of English liberty. (3) An armed baron stands by the King's side. His name is Robert Fitzwalter. (4) A tall priest stands behind the King. He is the Pope's legate.

IV. Write a description of the picture, dwelling on the following points:—

(1) Describe King John—royal throne—gay canopy—men in royal livery. Table-cloth of gold. Angry scowl—tries not to show anger. Long parchment—seal. Why is he angry? What is the parchment? (2) Describe barons—in full armour—stern faces—suffered much—King shall make law and keep it. (3) Pope's legate—kingdom surrendered—not pleased—King forced to sign.



A RAILWAY STATION

I. Form sentences containing the following words used first as prepositions and then as adverbs:—

Example: *Behind*. (1) Behind them walked their sister.
(2) Their sister walked behind.

Since; before; by; along; past; inside; down.

II. Insert the correct form of the following verbs:—
occur; carry; come; stand; say; take.

(1) Then it suddenly —— to me, that if I —— the hamper, it would relieve my sister. (2) After the train had departed, the young goat —— and —— by my side. (3) It is —— that kids are timid animals. (4) After he had said goodbye, he —— the hamper into the carriage with him.

III. Join the following sentences by turning one into a phrase, as on p. 22:—

(1) The guard has given the signal. The train started.
(2) The father and mother stand at the carriage door. They bid their son goodbye. (3) They bring up the hamper. They place it in the carriage. (4) The kid is the pet of the family. It is brought to the station. (5) The porters see the strange procession. They laugh.

IV. Change the order of words in the following, but do not alter the meaning:—

(1) In clouds above the lark is heard,
But drops not here to earth for rest.

(2) Then did the little maid reply;
“Seven boys and girls are we”.

V. Write a description of the picture, enlarging upon the following:—

(1) Mention scene at railway station—trains—excited passengers—porters with luggage. (2) Describe scene in picture—porters—laughing—strange procession. (3) Brother off to school—in carriage—father and mother—hamper for schoolboy—pet kid—say goodbye.

I. Give six sentences about the robin, each containing a verb which expresses an action of the bird, together with two adverbs or adverbial phrases telling *how*, *when*, or *where*.

II. Alter the following by changing the verb in the second clause into an infinitive preceded by *to*:—

Example: (1) *The robin flew down so that he might pick up some crumbs.* (2) *The robin flew down to pick up some crumbs.*

(1) He sought all day for food so that he might feed his mate. (2) The nest is made of moss and dead leaves, with a few strands of hair which help to bind the materials together. (3) He was so tired that he could not sing. (4) The boy declared that the robin was a pretty bird.

III. Insert marks of exclamation:—

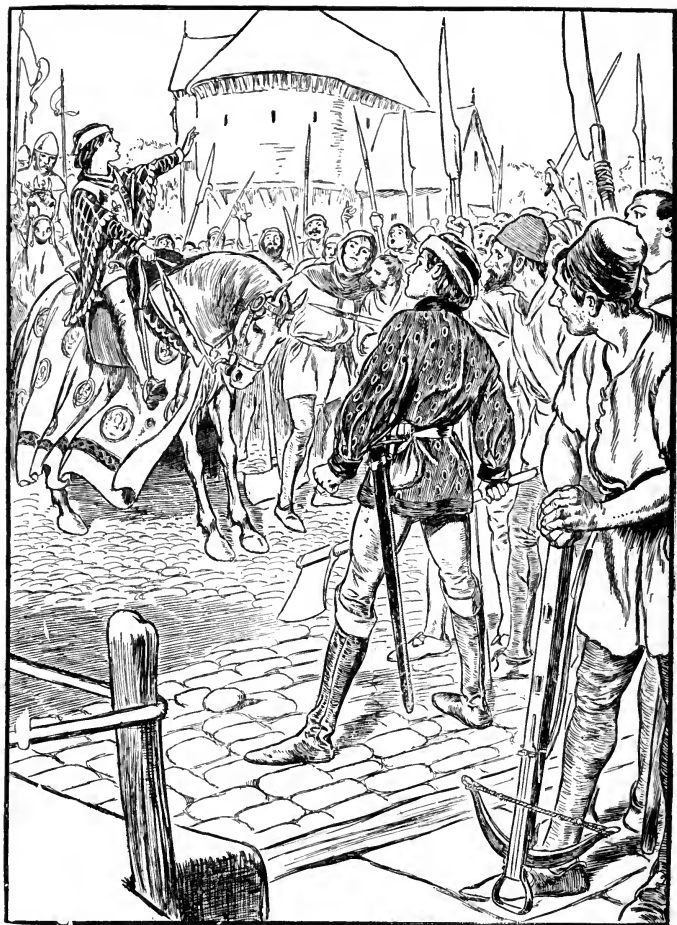
(1) What a cheerful bird the robin is. (2) How pleasant it is to see him. (3) Come quickly. What fun. I have found a robin's nest in the middle of this thick hedge. (4) A robin's nest. You are making a great mistake. (5) You should never take eggs from a nest. Never.

IV. Write a description of the picture, enlarging upon the following:—

(1) *Introduction.* Everyone likes the robin—never leaves England—cheerful sight in middle of winter—perched on twig or hopping along ground. (2) *Description.* Colour of feathers—handsome appearance—body, legs, toes—height of body causes toes to grip the more tightly. (3) *Nest.* Built in thick bush or hedge—moss and dead leaves—strands of hair—lining of hair mixed with feathers—cleverly woven. (4) *Birds in picture.* Mother sits on eggs—father feeds her—perches proudly—sings to cheer her.



THE ROBIN



KING RICHARD AND WAT TYLER'S MEN

I. Turn the following statements into questions.

Do not forget the question marks:—

(1) The peasants marched to London, armed with clubs, rusty swords, axes, and old bows. (2) They revolted because they were oppressed by the rich. (3) Before them, mounted on a horse, is the young king.

II. Use other words of the same meaning for the words in italics in the following:—Example: (1) *He rode a strong horse.* (2) *He rode a powerful steed.*

(1) He asked them what they *wanted*. (2) They *rebelled* because they were oppressed. (3) The *youthful* king was not afraid. (4) Wat Tyler, the *courageous* leader of the peasants, was about to ride away *contented*. (5) I will *give* you your charters of *liberty*.

III. Join the following sentences in two ways:—

Example: The Lord Mayor struck him with his dagger. He killed him. (1) The Lord Mayor struck him with his dagger and killed him. (2) Striking him with his dagger, the Lord Mayor killed him.

(1) He spurred his horse. He came to the people. (2) The people there assembled began to murmur. They perceived their captain slain. (3) The king departed from his company. Tyler was killed. (4) In the centre is a boy. He rides a white horse.

IV. Write a description of the scene in the picture, with the help of the following notes:—

(1) *Cause of Rising.* Peasants marched to London from all parts—oppressed by rich—held as serfs—heavily taxed. (2) *King Richard.* Mounted on horse—few nobles and Walworth, Lord Mayor of London—rebels had sent for him—only a boy—not afraid—promised liberty. (3) *Death of Wat Tyler.* Knight said he was robber—tried to kill him—struck down by Walworth. Peasants prepare to avenge him—Richard pacifies by promising to grant demands—broke promise later and thousands hanged.



HUNTING THE WHALE

I. Insert *has* or *have* in the following:—

- (1) The captain with his sailors — set off in search of whales. (2) The news — come that a whale is in sight. (3) A large number of men — set off in pursuit. (4) Neither of these harpoons — missed the mark.

II. Write the following sentences in two different ways without altering the sense:—*Example*: A boat is quickly lowered and the sailors set off in pursuit.

- (1) *Quickly lowering a boat, the sailors set off in pursuit.*
(2) *The sailors quickly lower a boat and set off in pursuit.*

(1) The whale is really an animal and not a fish, so he is soon forced to rise to the surface. (2) The man hurls the harpoon, which strikes the huge body. (3) When he is struck, the whale dives below the surface. (4) Having towed the boat for a long time, the whale at length grows weary.

III. Write out these sentences, inserting quotation marks:—

- (1) Out with the boat! the captain quickly cried. (2) How many harpoons have now been flung at the whale? cried one of the men. (3) The old man replied: The whale casts up a shower of spray through a hole in the top of his head. (4) What do we get from whales? said the sailor with a smile. Why! oil from some; whalebone from others.

IV. Write a description of the scene in the picture, enlarging upon the following:—

- (1) *Preparation.* Whale sighted—boat lowered—sets off in pursuit—whale dives—forced to rise—shower of spray. (2) *The Chase.* Boat at full speed—man with harpoon in bows—describe harpoon—unerring aim—whale dives—boat towed along—struck by several harpoons—at last floats dead on surface. (3) *Return to Ship.* Whale towed—men start to work. Why are whales valuable?

I. Insert *is* or *are* in the following:—

(1) Neither of the men at the tiller — white. (2) Each of them — very careful. (3) The roar of the waves against the rocks — tremendous. (4) A boat with eight men — carried over the cataract.

II. Use other words of the same meaning for those in italics, as on p. 33:—

(1) In its *long* course, the Nile *passes* over six cataracts. (2) Two *daring* men hold the *tiller*. (3) A graceful *boat* is sweeping down between *huge* masses of rock. (4) *Large lumps* of rock have fallen into the *river* and *block* up its course.

III. Join the following into one sentence:—

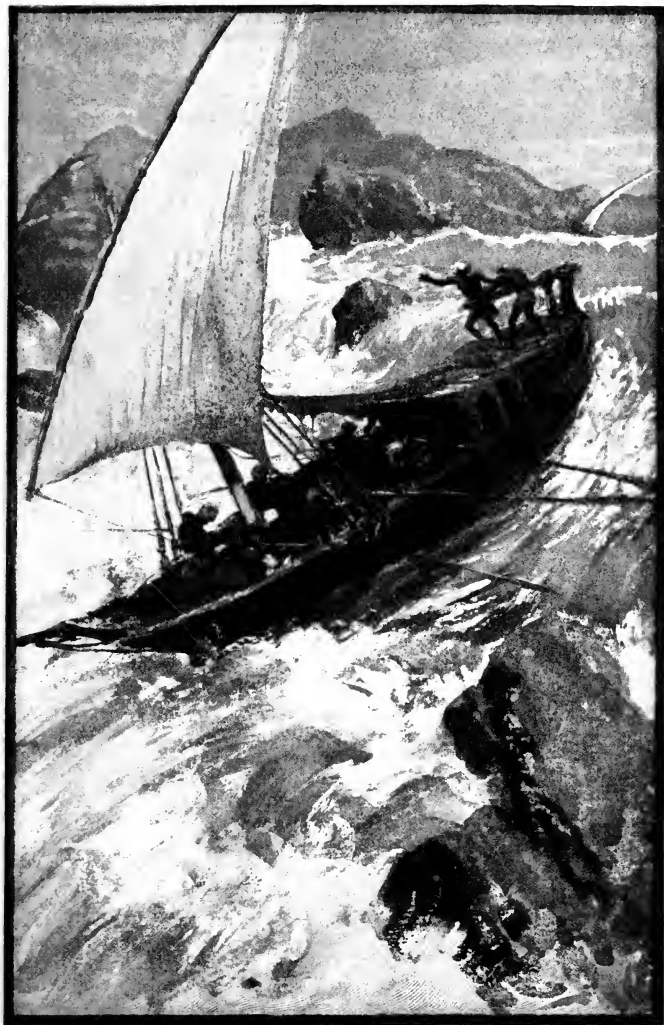
(1) Here we observe a boat. The boat is graceful. The boat is sweeping down between masses of rock. (2) There are men on board. The men are tugging away at the oars. The oars are long and heavy. (3) The vessel is little. The vessel has a stern. At the stern is a kind of cabin. The cabin is open.

IV. Change the order of words in the following:—

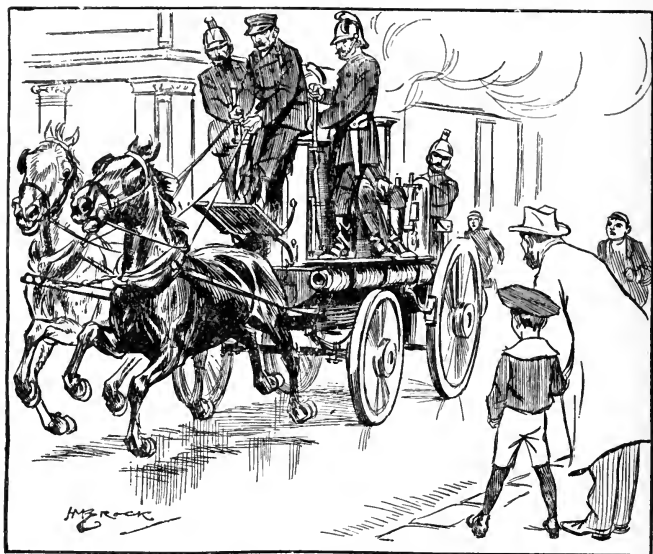
- (1) Sweet the memory is to me
Of the land beyond the sea.
(2) The lights are out, and gone are all the guests,
That thronging came with merriment and jests.

V. Write a description of the picture, enlarging upon the following:—

(1) *The Cataracts*. In course from source to delta six cataracts — navigation difficult. (2) *Picture*. Graceful boat — sail — men at oars — centre of current. (3) *Stern of boat*. Open cabin — raised deck — men at tiller — slightest mistake — dashed to pieces — know river well — reach foot of cataract in safety.



DESCENDING A CATARACT ON THE NILE



THE FIRE-ENGINE

I. Use the following phrases in complete sentences:—

Clatter of hoofs; strong, swift horses; bright, brass engine; shining, brass helmets; sharp axes; approach of the engine; gazes admiringly; burning building.

II. Write the following sentences in two different ways without altering the sense. See page 35:—

(1) After the fire-engine had appeared, shouts of alarm arose on all sides. (2) The firemen wore brass helmets, which shone in the sunlight. (3) The horses were driven by a man in a blue uniform, who sat on a high seat. (4) On reaching the fire, the men leap down quickly. (5) A little boy, standing upon the pavement with his father, gazes admiringly at the men and horses.

III. Write out these sentences, inserting quotation marks:—

(1) That is a fire-engine, said Jack's father. It is going to put out a fire. (2) A glad shout went up from the people: The fire-engine, the fire-engine! Here is the fire-engine at last! (3) What did they do next? asked Jack. Were the good firemen in time? (4) Yes, said his father, and this is how it happened.

IV. Complete the following sentences by inserting the correct word:—

(1) *Lie*; *lay*. The firemen — the hose upon the ground. He told her to go and — down and rest. (2) *Sit*; *set*. The house caught fire just as the sun began to —. Two men — on either side of the fire-engine. (3) *Fall*; *fell*. The fireman's axe is too small to — a tree. They were afraid that the child would — from the window.

V. Addressing an envelope. Rule off spaces 5 inches long by $4\frac{1}{2}$ inches broad. Within the spaces copy the following addresses:—

Mr. James Hargreaves,
41 Bentley Road,
Leicester.

William Vaney, Esq.,
3 Oldcliffe Terrace,
Carlisle.

Rev. W. Carter,
The Vicarage,
Lindon, Kent.

Dr. S. Compston,
28 Hawarden Road,
Sunderland.

VI. Write a description of the picture as if you were one of the firemen:—

(1) *The Call*. Called up a fire-station—alarm bell—belts and helmets—harness—off within three minutes. (2) *Dash through Streets*. Horses at full gallop—state what various men are doing—clanging bell—carts and waggons drawn aside—boys follow. (3) *The Fire*. Hose fixed—engine pumps water—fire-escape—two children saved



THE BLACK PRINCE MEETS HIS FATHER AFTER
THE VICTORY OF CRECY

I. Insert adjectival phrases in the following:—

- (1) King Edward III, —, steps from an old windmill.
(2) The Black Prince, —, awaits his father's praise.
(3) A knight, —, bears his huge, heavy helmet —.
(4) The spear-points ---- glisten in the last rays of the setting sun.

II. In the following, change the word in italics for one of opposite meaning:—

- (1) The Black Prince was noted for his *weakness* and *cowardice*. (2) The sky was *overcast* and *gloomy*. (3) He *departed* as the sun was *setting*. (4) The king was *disappointed* with his son. (5) He was an *awkward* figure in his armour of proved plate.

III. Join the following into one sentence:—

- (1) His arms are outstretched. He wishes to welcome his son. His son is dear to him. (2) The Prince kneels before his father. His father is royal. The Prince has feelings of just pride. (3) Nothing could stand against the English arrows. They fell like deadly rain.

IV. Write a short description of the attire of (1) the King; (2) the Black Prince. Pay particular regard to colour.**V. Write a description of the picture:—**

- (1) *The King meets his son*. King steps from windmill—here work in description—arms outstretched—describe Black Prince—great victory—victorious army—spear-points glisten. (2) *The Battle*. Bowmen won battle—nothing could stand against them—French pikemen slain in hundreds—knights charged—fresh storm of arrows—cut down by horsemen of young Prince. (3) *Retreat*. Night fell—French marched away—4000 knights and men-at-arms left dead on field.

I. Remove any double negatives which you may find in the following:—

(1) The sandstorm does not permit the camel to walk no further. (2) Not a clump of trees, not a shrub, not a trickle of water can be seen, neither now nor at any other time. (3) No camel is hardly ready to start yet.

II. Place simpler words of similar meaning in place of those in italics:—

(1) A vast *expanse* of hot, grey sand, with here and there a *meagre* patch of dry, wiry *herbage*. Such is the desert. (2) The camel's leg *terminates* in a foot with two toes. (3) A *vast concourse* of people *traversed* the *sandy waste*.

III. Rule spaces as on p. 39, section V, and write the following addresses:—

(1) To your father. (2) To a boy friend. (3) To your teacher. (4) To a doctor living in Durham. (5) To a clergyman living in your town. (6) To your aunt.

IV. Insert quotation marks, splitting the quotation into two parts:—

Example: "The camel", said the Arab, "is a very useful animal." (1) The traveller replied, The desert is no place for women. (2) He said, I do not think that there are any signs of an approaching sandstorm. (3) He asked, Do you know why the camel can close its nostrils?

V. Write a description of the picture, enlarging upon the following:—

(1) *The Desert*. Describe—hot, grey sand—no shade—burning days—cold nights—no water—oases. (2) *The Camel*. "Ship of Desert"—why so called?—describe appearance and characteristics—hump, feet, nostrils, stomach. (3) *Scene in picture*. Arab merchants—dress—describe camels.



CROSSING THE DESERT

I. Find words of similar meaning in place of those in italics, and use in complete sentences about the picture:—

Three *powerful* giants; *boisterous* Wind; *restless* Water; *industrious* Steam; *enormous* steamships; *weighty locomotives*; *furious* haste.

II. Turn the following from indirect to direct speech, using the correct quotation marks:—

Example: (1) Frank said that he knew all those giants.
(2) Frank said: "I know all those giants".

(1) Frank said that he wished there were real giants
(2) His mother replied that she would tell him about three giants as old as the hills and very strong. (3) Frank asked what the giant looked like. (4) Frank asked if he had a name.

III. Express the following sentences in a different manner:—

Example: (1) When this giant was first caged, he flew into a violent temper. (2) On being caged for the first time, this giant became furious with anger.

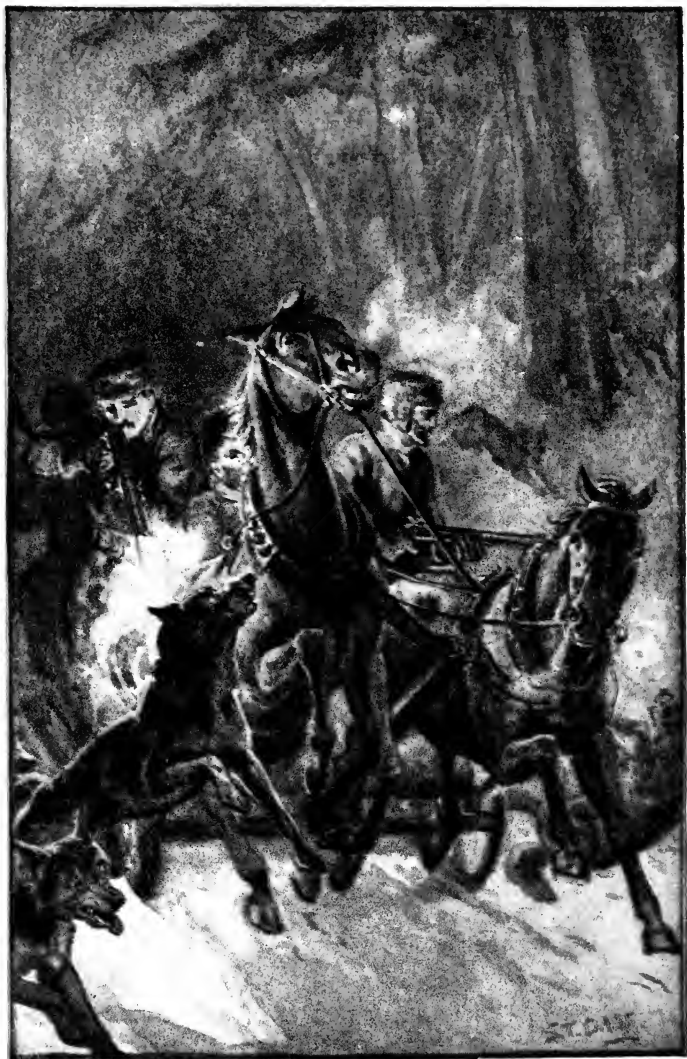
(1) He turns the arms of the windmill, grinding corn into flour. (2) Having piled up the waves of the sea, he dashes ships to pieces against the rocks. (3) On his bosom he bears great steamships, which convey goods and passengers from one part of the world to the other. (4) If anyone gets in his way, he rushes over them.

IV. Write a description of the picture, enlarging upon the following:—

(1) *Introduction*. Giants of song and story belong to olden times. There are still three giants. (2) *Wind*—mention power—drives ship—turns windmill—sometimes angry—wrecks, &c. (3) *Water*—carries goods, ships, &c.—provides nourishment. (4) *Steam*—most powerful of all—what is he doing in picture?—dangerous.



THE THREE GIANTS



THE FIGHT WITH THE WOLVES

I. Give words meaning the opposite of the following, and use each in a sentence about the picture:—

Bold; never; depart; mournfully; calmly; near; disappear.

II. Turn the following into indirect speech:—

Example: (1) "Did you hear a noise?" the young hunter asked his companions. (2) The young hunter asked his companions if they had heard a noise.

(1) "Yes, I thought I did," replied his companion. (2) "It must be a pack of wolves," said another. (3) "I can see them slipping between the tree trunks," cried the third man excitedly. (4) "We shall have to fight for our lives now," said the man who had first spoken.

III. Insert semicolons in the following:—

(1) The terrified steeds were driven at a gallop they snorted with fear foam flecked their glistening coats. (2) Already the foremost of the pack are snapping at their necks one falls shot through the head in another moment a second lies mangled beneath the horses' hoofs.

IV. Make up a suitable dialogue between two hunters, when they discover that they are being chased by wolves:—

Suddenly one hunter turned to his companion and said: "——". "——", replied the other, "——". The first cried excitedly: "——". "——", said the other in a low voice, "——".

V. Write a description of the scene in the picture:—

(1) *The Wolf*. Naturally timid—severe hunger makes bold—packs—devour human beings. (2) *The Sleigh*. Party of hunters—crisp snow—bells ring joyously. (3) *The Chase*—here work in dialogue—wolves shot—eaten by others—horses begin to falter—lights of village—wolves flee.

I. Use the following phrases in complete sentences about the picture:—

(1) The setting sun—dying beams—placid surface. (2) The horizon—red, yellow, and orange. (3) The azure sky—brilliant gold. (4) Peacefully—meadow—deep bell—church tower.

II. Find other words of similar meaning to the following, and use in complete sentences about the picture:—

(1) Placid stream. (2) Merry shouts. (3) Pleasant pastures. (4) Peaceful herds. (5) Remote tower.

III. Join the following sentences in any way which seems suitable to you:—

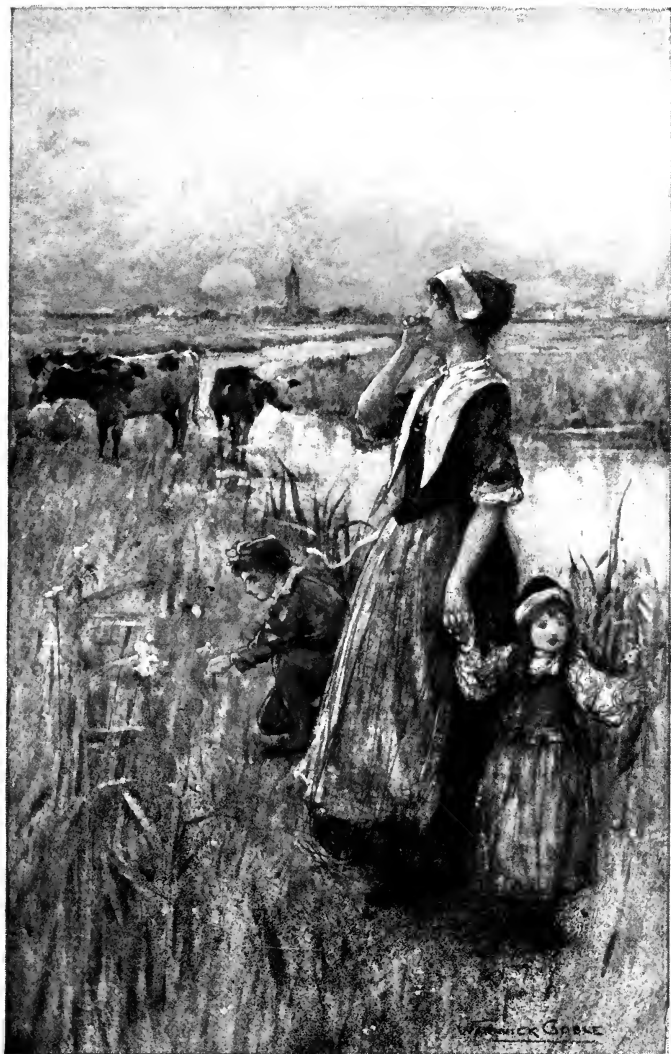
(1) The nurse holds one child by the hand. She stands gazing over the grassy plain. (2) There are no hills to be seen in the picture. There are no mountains to be seen. (3) There are no flaming peaks or gilded summits. These might catch the last rays of the setting sun.

IV. Write out in your own words, the following description of the sun's departure:—

“How beautiful, on church tower old and grey,
Is shed thy parting smile; how brightly glow
Thy last beams on some tall tree's loftiest spray,
While silvery mists half veil the trunk below,
And hide the rippling stream that scarce is heard to flow.”

V. Write a description of the picture, with the help of the following. Introduce as many as possible of the sentences you have already written in this lesson:—

(1) *Setting Sun.* Here bring in sentences of section I. Mention also the river—reedy banks. (2) *People.* Children stay their merry shouts—laughter—pretty nosegays. Nurse—hand—gazes over plain. (3) *Contrast with hilly country.* No peaks—catch last rays—golden sun. Yet peaceful lowland scene—charm all its own.



SUNSET BY THE RIVER

I. Insert the correct word in the following:—

(1) *Spoke* or *spoken*. He ——— to me often of the wickedness of robbing birds' nests, but so far he had always ——— in vain. (2) *Saw* or *seen*. I ——— an old thrush fluttering from branch to branch, as I had often ——— him flutter before. (3) *Did* or *done*. No one has ever ——— what I ——— yesterday.

II. Express the following in a different manner, as on page 44:—

(1) I first tried to climb up the trunk of the tree, but it proved too thick. (2) I sprang into a smaller tree close beside it, climbed along a branch, and jumped into the lowest bough of the larger tree. (3) At last I reached a twisted branch, in the fork of which I saw a nest.

III. Insert semicolons in the following:—

(1) I shifted along the branch to secure my prize my legs were dangling my hands were in front of me. (2) All at once, I lost balance I fell headlong I turned twice in the air. (3) As I fell, I passed a stout branch I gripped it I clung with all my might. (4) I slid down the trunk then I made my way painfully home.

IV. Write a story based on the picture. *The story should take the form of a letter written to a friend of yours. Then write address in ruled space as on page 39.*

(1) *Begin*: I am writing to tell you of an accident which happened to me the other day. (2) *The Climb*. Walk in woods—thrushes fluttering—forbidden, but temptation too strong—describe ascent of tree. (3) *The Nest*. In fork of branch—young birds. (4) *The Fall*. Lost balance—turned twice in air—gripped stout branch. (5) *A Lesson*. Went home—wrong to disobey.



A CRUEL BOY



NELSON AT TRAFALGAR

I. Insert the correct word in the following:—

(1) *Sank* or *sunk*. The burning vessel — beneath the waves. After it had —, two more followed it. (2) *Ran* or *run*. After he had — down the quarter deck, the officer — also down the stairs. (3) *Tore* or *torn*. He — open his coat, which a bullet had already —.

II. Rewrite the following, using words meaning the opposite of those in italics:—

(1) He is *tall* of stature, *thickset* in build. (2) His plan of battle *concealed* great *folly*. (3) He *forgot* where he was standing. (4) The *small graceful* vessels were *noisily* manœuvring for position.

III. Insert the correct stops and other marks, and supply capital letters:—

the greatest blow to the British fleet was the death of the gallant nelson in the hour of victory he had arrayed himself in full uniform and had worn all his stars and orders he was thus a mark for the enemy's sharpshooters and fell with his backbone shot through

IV. Express the following in your own words:—

The white smoke fills the great calm sky, the battle
thunders roar;

Those mighty hulls will never see, unwrecked, the Spanish
shore:

For Nelson, in the *Victory*, is bearing down full sail,
While shot and shell the *Bucentaur* sends o'er him thick
as hail.

V. Write a description of the picture, with the help of the following notes:—

(1) *Nelson*. Describe the admiral carefully—his famous signal. (2) *The Ships*. Describe appearance—full sail—manœuvring for position—men at guns and in fighting-tops. (3) *The Battle*. Roar of guns—smoke—French and Spanish vessels burnt or sunk. (4) *Nelson's Death*.

I. Write the following phrases in the plural and use in sentences:—

Man's weapon; the thrush's song; the tree's leaf; the calf's head; the child's book; the sky's colour; the soldier's sword; the lamb's tail.

II. Insert suitable prepositions in the following:—

(1) The burglar broke — the house. (2) The speaker broke off — the middle of a sentence. (3) The fireman broke — the door with his axe. (4) On the death of his father, Henry VIII succeeded — the throne. (5) The hunters succeeded — escaping from the wolves. (6) — the gathering mist, he could just make out the distant shape of the mountain.

III. Read the following story through twice. Then close your books and reproduce it from memory:—

Meanness Rewarded

One day a farmer, noted for his meanness, put up a notice-board, offering three meals and sixpence to anyone who would do a day's work for him. This offer was soon accepted by a half-starved tramp, who was probably tempted more by the meals than the sixpence. "You can begin by having breakfast," said the farmer, "and then you can start work." With this the tramp, heartily agreed. After a meagre breakfast had been disposed of, the farmer said, "Now you can have dinner. This will save much time." Nothing loth, the stranger devoured a poor enough dinner. When he had finished, the farmer remarked: "What would you say to having supper also while you are about it?" "I will do my best," replied the tramp, "to do justice to another meal." Supper being over, the farmer rubbed his hands together with glee and said: "Now you can have a long day's work without interruption of any kind." "No, thank you," replied the tramp, as he rose to leave, "I never work after supper."

I. Compare the swallow with other birds in three different ways. See page 21, section IV:—(1) With regard to its song; (2) with regard to its flight; (3) with regard to its size.

II. Insert the correct stops and other marks of punctuation, and supply capital letters in the following:—

in the days of old there lived a wealthy english baron who owned broad lands in england and wales when at length he lay on his death-bed he called his sons to him and said if you were compelled to become birds tell me each of you what bird you would choose to resemble.

III. Turn the following from indirect to direct speech, as on p. 44:—

(1) The traveller asked the king if he might put to him a question or two. (2) He told me that I was right, and that he would not disobey me again. (3) He said that it was a pure accident, for which he was very sorry. (4) He gravely told them that an old witch, who owed him a grudge, had just arrived.

IV. Join the following sentences in two ways, as on p. 33:—

(1) The hunters are returning home. They have had a day's sport in the woods. (2) The slave began to moan and sob. He had never been on the sea before. (3) The monkey slept during the day. He was more like a man in his habits. (4) He picked up the glove. He returned safely to his place.

V. Write out a description of the scene in the picture on p. 32.

Write at first from the point of view of one of Wat Tyler's men, then from the point of view of one of the king's knights. You may use the notes on page 33.

I. Express the following sentences differently, as on p. 44:—

(1) At first Bruce could make no headway against the English, and was forced to seek a hiding-place in the hills. (2) As he lay in his hiding-place, he saw a spider hanging to its long thread. (3) The light of the lanterns will please the eye, when the light of day has departed.

II. Turn the following from direct to indirect speech, as on p. 47:—

(1) "I think, Maxwell," said Mr. Fairweather, "that you should celebrate the opening of your railway with an entertainment." (2) While they stood amazed, Sally asked John: "Did you leave Joe at your house?" (3) "Since yesterday," he observed, "the weather has changed."

III. Join the following sentences in any way which seems suitable:—

(1) King John sits upon his throne. Four men in the royal livery hold a gay canopy over it. (2) He is angry. He is forced to give to the people certain liberties. These liberties are their right. (3) The nest is surrounded by leaves. It is difficult to see. (4) He perceives the approach of his son. He descends from the old windmill.

IV. Write a letter to your mother describing your visit to the market-place of a small town. Base your letter on the picture on page 13 and on the following notes:—

(1) Put address, date, and greeting. (2) Say that you are enjoying yourself in the country—must tell of pleasant afternoon spent at market. (3) Uncle arranged to meet you—he is going to market to buy a cow—you go straight to market—describe scene—went home hungry to tea. (4) Write soon—let me know how all are at home. (5) Ending of letter—address envelope.

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LaE.Gr.

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